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ABSTRACT

Seven phases are outlined for implementing career education in Kansas school districts, with suggested steps included under each phase. For example, Phase I: Pre-Commitment, consists of the following steps: Discuss concept of career education with board, introduce concept to staff and students, and obtain commitment decision from board. The rest of the phases and steps are as follows: Phase II: General Planning (select and organize steering committee and advisory council, identify perceived needs, and conduct goal setting and prioritizing process); Phase III: Program Planning (obtain board approval of goals and planning budget to continue, select and organize ad hoc committees, identify expected student outcomes, identify all constraints, and give interim report); Phase IV: Assessment (write operational and instructional objectives, and develop or identify pretest instrument); Phase V: Pilot Program (develop inservice for staff, infuse program into identified curricula, and modify planned program); Phase VI: Implementation (develop inservice for staff, and implement program); and Phase VII: Evaluation (evaluate effectiveness of program, modify actual program, and recycle program). The guide suggests that each phase should involve students, staff, and community. Appendixes include survey forms on career education for the school board, administration, staff, community, and students; a list of contact personnel for career education exemplary projects; definitions; a bibliography; and other related material. (LMS)

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GUIDE for IMPLEMENTING

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CAREER EDUCATION in KANSAS SCHOOLS

CE 011 374

FOREWORD

This guide should serve as a valuable resource and reference for superintendents and their staff as they translate Career Education from a concept to a functional and operational reality. It touches upon every phase required to develop and implement a Career Education program in school districts.

At the same time, much remains to be done before Career Education becomes an integral part of the total educational program. More information will have to be gathered; more knowledge made available; teacher preparation programs will have to change. It is hoped that current effort will be continued to accomplish the necessary tasks.

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INTRODUCTION

To assure every student the opportunity to develop his/her capacities, skills, knowledge, and personal attitudes in continuous preparation for changing roles of his/her adult working life, Career Education in Kansas schools is an imperative.

Career Education is a developmental and instructional process which fuses learning with the world of work and life by preparing the learner for his/her life roles: family, citizen, consumer, occupation, and leisure.* Career Education provides educational experiences which begin in childhood and extend throughout adulthood, with the four phases of awareness, exploration, preparation, and specialization. Each phase usually contains the components of self, education, economics, work, leisure, resources, and decision making. However, these components are not inclusive.

At the elementary level (K-6) Career Education usually provides the learner with an awareness and understanding of the value of self, education, economics, work, leisure time activities, resources, and decision making as they apply to his/her productive functioning at home, in school, and out of school.

At the junior high school level (7-9), Career Education permits the learner to explore, examine, and demonstrate his/her potential talents and interests through the components of self, work, education, economics, leisure time activities, resources, and decision making as they apply to tentative occupational and educational choices.

At the high school level (10-12) Career Education provides an opportunity for the learner to prepare for entry into a broad occupational area and/or post-secondary educational programs.

At the post-secondary level Career Education provides an opportunity for the learner to obtain specialized training and skills and expanded learning experiences which permit him/her to successfully enter a chosen occupational field, enter a continuing educational program, plan for worthy use of leisure time, and live a happy productive life.

Any Career Education program would not be complete or successful without a strong career guidance program. Such a program focuses on the development of educational awareness, attitudes, personal strengths, potentialities, and decision-making abilities.

Career Education is not another name for vocational education or for academic education, nor is it an isolated activity. It is a developmental and instructional process which infuses into the entire school curriculum and involves all learners, all levels of education, all educators, and all citizens.**

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* For a concise developmental definition of Career Education, consult *The Kansas Guide for Career Education.*

** *Implementing Career Education in a Local Education,* Salt Lake City, Utah: Utah State Board of Education, 1974, was relied upon in writing this introduction.

SUGGESTED STEPS FOR IMPLEMENTING CAREER EDUCATION

Phase I: PRE COMMITMENT

Step 1. Discuss concept of Career Education with Board.

Step 2. Introduce concept to staff and students.

Step 3. Obtain commitment decision from Board.

Phase II: GENERAL PLANNING

Step 4. Select and organize steering committee and advisory council.

Step 5. Identify perceived needs.

Step 6. Conduct goal setting and prioritizing process.

Phase III: PROGRAM PLANNING

Step 7. Obtain Board approval of goals and planning budget to continue.

Step 8. Select and organize ad hoc committees.

Step 9. Identify expected student outcomes.

Step 10. Identify all constraints.

Step 11. Give Interim Report.

Phase IV: ASSESSMENT

Step 12. Write operational and instructional objectives.

Step 13. Develop or identify pre test instrument.

Phase V: PILOT PROGRAM

Step 14. Develop inservice for staff.

Step 15. Infuse program into identified curricula.

Step 16. Modify planned program.

Phase VI: IMPLEMENTATION

Step 17. Develop inservice for staff.

Step 18. Implement program.

Phase VII: EVALUATION

Step 19. Evaluate effectiveness of program.

Step 20. Modify actual program.

Step 21. Recycle program.

PHASE I: Pre-Commitment

The Pre-Commitment Phase of implementing Career Education involves the initial awareness of local districts to Career Education. People are resistant to new ideas or methods that they have not experienced themselves. Thus, the more communication about Career Education, the better the reception of the idea and attitude of the people who will directly be involved, such as teachers or local businessmen, and people who will indirectly be involved, such as parents. If each phase of the Career Education process involves students, staff, and community, then more than likely conditions in a district are supportive of activities to implement Career Educaton. These conditions do not guarantee a successful and effective Career Education program, but there is a greater probability of success than in a situation where it is declared "There will be Career Education."

Step 1: *DISCUSS CONCEPT OF CAREER EDUCATION WITH BOARD.* The Board of Education should be informed about career development and the school's role in education and work. The person who presents this type of information to the Board should be very knowledgeable about the practical form and function of Career Education and vocational education: the two are not synonymous and interchangeable. Career Education is a unifying concept (K-adult) while vocational education is an important and integral component of Career Education.

Explanation of Career Education should include a demonstration of how it is more than just a program but is a process which is made up of a group of concepts, such as the following list taken from the state's position paper on Career Education:

A. An effort to diminish the separateness of academic and vocational education.

B. An area of concern which has some operational implications for every educational level or grade from kindergarten through all post-secondary education.

C. A process of ensuring that every person exiting from the formal educational structure has obtained an awareness of career opportunities, including exploration and work experience, and has developed employable skills necessary for entry and advancement in the work world.

D. A direct response to the importance of facilitating individual choice, making it so that occupational preparation and the acquisition of basic academic skills can be coordinated with developing individual preference.

E. A way of increasing the relevance of education for a greater number of students than is currently true by making all subject matter at every grade level more meaningful.

F. A design to make education an open system in that school leavers and dropouts, including adults, can reaffiliate with the system when their personal circumstances or job requirements make this feasible.

G. A structure whose desired outcomes necessitate cooperation of all segments of the community with the local educational units in utilizing all available resources.

H. An enterprise utilizing new technologies and materials of education to meet developing needs. . .

I. A form of education which provides background for developing academic, occupational, and avocational skills for all students.

J. A system for developing positive and wholesome attitudes toward all useful work.

Step 2: *INTRODUCE CONCEPT TO STAFF AND STUDENTS.* Sessions should be provided for teachers and students. Because administrators attempt to maintain an atmosphere of trust by encouraging full and free communication with the teachers and students, these two groups, or representatives of them, should be included from the inception through the development of Career Education. Teachers can not be expected to change their educational philosophy without some sort of sensitization to the form, substance, and benefits of career education and its sociopsychological benefits.

Students should have similar sessions. The students' concerns, activities, and opinions regarding employment, study, and the future should be discussed and recorded for use in developing survey or need instruments. Students are as important as teachers and administrators in establishing the tone and direction of Career Education in their schools. They should be involved so they will realize the benefits of Career Education in their quest for a satisfying career and life.

Step 3: *OBTAIN COMMITMENT DECISION FROM BOARD.* One of the most important steps in the establishment of Career Education is obtaining the commitment of the Board of Education. Steps 1 and 2, which introduced the concept to the staff, students, and the Board, laid the groundwork for Step 3. By this time the members of the Board should be cognizant of the impact that the Career Education process can have on students' education and lives. This step involves the presentation of data which the school district presently collects on students to support the Board's decision to endorse further program planning.

A commitment can be simply a statement in the Board minutes, or it is possible some boards will want to publish a developed policy statement. Whatever form the commitment takes is immaterial; what is important is the Board's endorsement to initiate the general planning phase for Career Education.

PHASE II: General Planning

The Board's commitment in Step 3 should authorize the administration to establish a Career Education Steering Committee to be in charge of the planning. The planning procedure provides perspective on what is now being done with what should be done. This perspective creates a base for program planning.

Step 4: *SELECT AND ORGANIZE STEERING COMMITTEE AND ADVISORY COUNCIL.* The role of the steering committee is not to do all the so-called planning, but to coordinate and direct the planning to be done by others. Thus, the steering committee should include representatives from the staff, parents, students, and business, industrial, and labor people. The superintendent, or his representative, and at least one board member should be on the committee. The steering committee should be a workable size—perhaps seven to fifteen members depending on the size of the district.

In the establishment of a steering committee, the administration should be guided by the following consideration:

A. Nominate members who include staff personnel from guidance and counseling, curriculum coordinators, special education, classroom teachers, students, and business, labor and industry leaders.

B. Select members capable of making meaningful contributions.

C. Specify the time duration of members.

D. Describe the steering committee's functions and limits.

E. Describe the authority limits of the steering committee.

(Authority should not encroach upon that of the administration as the steering committee is advisory only).

It is possible that the steering committee will abate into a Career Education Advisory Council once the program is prepared and implemented. Such a council will continue to coordinate Career Education functions between the education and business, industrial, and labor world.

Step 5: *IDENTIFY PERCEIVED NEEDS.* Career Education needs are twofold in nature: perceived and actual. This step surveys the attitudes and expectations of Career Education of each representative group. Although there are numerous survey instruments, the Career Education Survey (CES) is recommended. (See Appendix A). The steering committee may appoint an ad hoc committee from its members to conduct the survey.

Step 6: *CONDUCT GOAL SETTING AND PRIORITIZING PROCESS.* Once the perceived needs have been determined, the goal setting procedure should be done. This procedure utilizes the results of the survey in the writing of career education goals for the district. There are numerous alternatives for establishing goals.

A. After the Career Education Survey has been completed, the steering committee, or an appointed ad hoc committee, translates the attitudes and expectations of those who respond into goals. This alternative can be done in group meetings or by mail.

B. The steering committee develops goals and distributes them to staff, students, parents, and business, industrial, and labor people for their suggestions, deletions, and additions.
C. A "goal" team of administrators, students, business and industrial people, staff, and parents develop goals; and the steering committee distributes them to the various groups they represent for their suggestions, deletions, and additions.
D. Existing goal statements, such as those listed on pages 10-11 of *The Kansas Guide for Career Education* (see Appendix B), or from other publications, are ranked in order of importance by staff, students, parents, and business, industrial, and labor people, either through a mail survey or in meetings.

These four alternatives are only examples. There are numerous ways to write or identify and prioritize goals. Regardless of the method, there are general guidelines to follow to ensure the validity of the sample. Some specific guidelines for selection of students, staff, and business, industrial, and labor people are as follows:

A. The group who writes or identifies goals must be large enough so that the views accurately represent those who are not directly involved.
B. Not much confidence can be placed in information gathered from a group of less than thirty in Kansas districts.
C. Everyone must have the same chance of being included as everyone else. That is to say, participants should be chosen at random.

PHASE III: Program Planning

Step 7: *OBTAIN BOARD APPROVAL OF GOALS AND PLANNING BUDGET TO CONTINUE.* At this time it is suggested that the Career Education Steering Committee inform the Board through the superintendent of its progress and its future plans, including a tentative budget for the next phase. More than likely various members of the Board have participated in the goal setting and prioritizing and are aware of its progress. The steering committee should obtain the Board's approval to continue with the other five phases. In some districts it is probable that the Board will want to have the Career Education concept written into the school philosophy. If the school's philosophy already speaks to Career Education, then perhaps the Board will prepare and disseminate an informational article about the results of the goal setting process for patrons of the district.

Step 8: *SELECT AND ORGANIZE AD HOC COMMITTEES.* Once the Board gives its approval to proceed with the program planning, the steering committee should select an ad hoc committee for each goal to consider the major ideas (concepts) and all parts (facets) of each idea that should be included in the program. In selecting the ad hoc committees, the steering committee should capitalize on all the resources that exist in the business, industrial, and labor community as well and should include teachers, counselors and students. (A letter to exemplify requesting assistance from selected ad hoc committee members is in Appendix C.) The steering committee can function quite effectively as discussion leaders and/or chairpersons of these ad hoc committees.

Step 9: *IDENTIFY EXPECTED STUDENT OUTCOMES.* The first assignment of the ad hoc committees is to break down the goals into concepts and facets and to write student outcomes expected from the goals. It is suggested that every chairperson be responsible for providing a copy of the goal statement to each ad hoc committee member and a recorder to get all the statements of the committee. The following material illustrates student outcomes as derived from the concepts and facets of a goal:

Goal: *District XYZ will provide opportunity for all students to comprehend the economic environment and to solve personal and social economic problems through a Career Education program.*

Goal: *Direction; Manager of Time, Money and Property—understanding of economic principles; ability and understanding in personal buying, selling and investment; understanding of economic responsibility; understanding of the values of natural/human resources.*

Concepts: 1. Credit and Installment Buying.

Facets of Concept: 1. Computation and Understanding of Various Types of Interest,
2. Carrying Charges—Actual Interest,
3. Advantages and Disadvantages of Credit Cards,
4. Buying Unneeded Goods.

Sub Goals: (Expected Student Outcome):

K-3 The student should recognize within the home unit what is available, needed, wanted, and luxury.

4-6 The student will be able to understand what interest is and why it is a necessary charge for using other people's money.

7-9 The student will be able to understand the management of finances: earning, spending, borrowing, and savings.

10-12 The student will be able to apply knowledge of economic responsibilities to career decisions.

Step 10: *IDENTIFY ALL CONSTRAINTS.* The Career Education Steering Committee should take its ad hoc goal committees one step further. In addition to identifying the Career Education outcomes desired of the district students, the committees should note all the possible constraints. Such a list of constraints should include resources, facilities, materials, local and state policies and regulations, and support services. All items on this list should be cost estimated, if at all possible. An example of program descriptive data is as follows:

Data Required for Each Goal

Purpose	*Goal*
Students Served	*Number, grouping (grades, classes)*
Staffing	*Regular teachers, special teachers, and paraprofessionals*
Equipment	*Type and quantity*
Materials	*Type and quantity*
Facilities	*Space needed, regular classroom, resource room*
In-Service Training	*Time and Staff*
Support From Other Programs	*Transportation, Educational Media*

Step 11: *GIVE INTERIM REPORT.* The Career Education Steering Committee is responsible to keep the Board informed of the progress of Career Education in planning, either through the superintendent or his representative. Since the Board and administration are deeply involved with traditional school responsibilities, time may be very limited at the monthly Board meetings. It is recommended that periodic progress reports be given to the Board, even if they are in written form sent in the Board materials by the superintendent.

PHASE IV: Assessment

When student outcomes have been written for each goal of the proposed Career Education program, the Steering Committee is ready to plan an actual Career Education needs assessment. Thus far, all the planning has been based on needs as perceived by the students, staff, administrators, and business, industrial, and labor representatives. These needs should be confirmed with an actual needs assessment, which attempts to find the discrepancies or needs between where the district wishes to be and where the district actually is.

The importance of this phase cannot be emphasized enough. Because some people confuse goals with needs, they rush into program development after establishing the goals for a program. Without a needs assessment a district cannot know where to concentrate time and resources to develop the Career Education program.

Step 12: *WRITE OPERATIONAL AND INSTRUCTIONAL OBJECTIVES.* The superintendent should now decide how to organize people to utilize the information obtained from the perceived needs in implementing Career Education. Operational, sometimes called management, objectives should be designed to meet the discrepancies or gaps which have been identified. To do this, the superintendent needs to know the nature of operational and performance objectives and their relationship to the Career Education goals of the district and the method of organizing people to develop program and instructional objectives which are to help achieve the goals of the district. Definitions and examples of district goals, operational objectives, and performance objectives are cited to clarify the terms and their relationships.

A goal is a very broad statement of intent, indicating an ideal state of being. A goal is very broad, does not mention any time frame or condition, and is too general to suggest anything other than directions for program change or improvement.

Example: District XYZ will provide opportunity for all students to comprehend the economic environment and to solve personal and social economic problems through a Career Education program. (This goal identifies something the district wishes students to know and do as a result of being in school.)

An operational objective identifies specific responsibilities relative to tasks that are to be accomplished; this type of objective provides resources and support services.

Example: The assistant superintendent for instruction should present to the superintendent an instructional program that will implement Career Education to include vertical and horizontal coordination K-12, all resources needed, and alternatives that will allow movement into the Career Education program in three of the four phases of career education: awareness, exploration, and preparation. (This objective identifies support services that aid implementation of instructional objectives.)

An instructional objective specifies what the student is to know or to be able to do as a result of instruction. This type of objective includes conditions under which the student will perform and the level of acceptable performance.

Example: After viewing television advertisements of a bank and a saving and loan association, the student will be able to identify correctly which of the institutions offer greater benefits in these aspects of a savings program: 1) effective interest rate, 2) penalties for withdrawal of savings, 3) protection against institutional bankruptcy, and to compare job roles of the employers of the bank and association and how they affect services. (This objective specifies very clearly what students are expected to do in a Career Education program which has an economic awareness component as evidence that the district's goal is being realized.)

There are alternative ways to organize the process of developing operational and instructional objectives from the assessed needs and goals. The professional staff should be responsible for these objectives. The following methods are examples of staff organization to write objectives; all of which will eventually be needed to develop a totally coordinated Career Education program:

1. *K-12 subject matter teams (this method allows vertical articulation within each discipline but no interdisciplinary articulation).*
2. *Grade level subject matter teams.*
3. *School level subject matter teams.*
4. *Interdisciplinary school level teams.*
5. *Interdisciplinary grade level teams (the interdisciplinary method gets the different disciplines together and develops the horizontal articulation within subject areas throughout the system.)*

At the end of this phase, the superintendent, or his representative, should decide what method of staff organization is to be used to write objectives.

Step 13: *DEVELOP OR IDENTIFY ASSESSMENT INSTRUMENT.* To assess actual needs requires some sort of measurement to find out where students currently are in light of the goals and outcomes which indicated where the district wants the students to be. The procedure attempts to find gaps or discrepancies (needs) between where the district wants its students to be and where they are now. The bigger the gap, the bigger the need. For example:

Goal: *District XYZ will provide opportunity for all students to comprehend the economic environment and to solve personal and social economic problems through a Career Education program.*

Gap, discrepancy

WHERE THE DISTRICT IS NOW: Evidence that students do not understand interest rates and installment buying.

There are alternative ways to measure this gap (need).

Option One: *Identify Existing Instruments*

The Career Education Steering Committee, or an appointed ad hoc committee, may decide to use existing instruments to measure how students currently perform relative to the Career Education objectives. After the committee chooses an appropriate instrument, a random sample of students is selected and administered the instrument. The results show what the students know about the student outcomes of the goal pertaining to Career Education. If they know a little, the gap is big and there is a need. If they know a lot, the gap is small; and it can be assumed that the student outcome of Career Education is being adequately met in the district's programs.

Option Two : *Develop Own Instrument*

The Career Education Steering Committee, or an appointed ad hoc committee, might feel that the instruments they examine do not measure what the district expects. The steering committee could decide to develop local measuring instruments. If this option is taken, then the steering committee should appoint a task force of appropriate professional staff and some business, industrial, and labor people of the community to develop an instrument or should employ a consultant to develop the instrument from selected criteria as determined by the steering committee. The same task force should give the test to a random sample of the students. The results of the test should indicate the same information about the Career Education goal student outcomes as Option 1. If the students know a little, there is a need. If the students know a lot, the need is small; and it can be assumed that the student outcome of Career Education is being adequately met in the district's programs.

Option Three: *Ask Students What They Know*

Another approach is to ask a sample of students what they know about various student outcomes which the steering committee, or its task force, feel are indicators of characteristics related to the goal. Some questions might logically appear in a district-developed instrument of this type as follows:

For each of the questions, circle the answer which best describes your level of understanding.

1. What do you know about how to do comparative shopping?

Almost nothing *A little* *Quite a bit* *A lot*

When choosing the procedure, the steering committee should take into account which procedure is most compatible with the wishes and resources of the district. Above all, it is important to do this assessment step. If the district neglects it, the administrators, teachers, and students do not know where they are; and this makes it difficult to get where the district wants them to go.

PHASE V: Pilot Program

The next phase in the logical sequence of planning and implementing Career Education is to pilot the district's planned program on a small portion of the district to test for any problem areas that might arise under actual implementation. Some districts may prefer to skip this phase and go on to Phase VI: Actual Implementation. If a district is small enough and has been able to utilize most of its staff, students, and local business, industrial, and labor people in the planning of Career Education, then it is possible that the difficulties encountered in the implementation phase can be confronted and solved as they occur. Because the planning procedure often overlooks problems that arise when the staff attempts to implement Career Education, some sort of feedback system is needed to inform those in charge about the problems; so they can be analyzed and solved.

Step 14: *DEVELOP INSERVICE FOR ALL STAFF.* There are five circumstances that can cause the staff to make little effort and progress in the implementation of Career Education.

A. The staff's lack of clarity about Career Education.
B. The varying degrees of staff skills and expertise needed to implement Career Education.
C. The unavailability of required instructional materials.
D. The incompatibility of the school's organizational arrangements for Career Education.
E. The lack of knowledge of community resources.

Since the administration is committed to Career Education, circumstances C and D are probably taken care of by this time. Circumstances A, B, and E can be eliminated through good inservice sessions for the staff; these sessions are not faculty meetings, but sessions that provide an atmosphere which invites and allows staff to speak freely.

In Step 2 of Phase I, the staff was introduced to the concept of Career Education. At that period in the development of Career Education, the staff obtained some sort of idea about the process, but not particularly the role each teacher would have to fulfill in the process. To be assured that each staff member understands the process of Career Education and his or her place in it, the superintendent, or his representative, needs to provide inservice sessions, which inform the staff of what is expected of each member.

The sessions should not consist of handing out printed material for the staff to read and comprehend; more involvement of the staff is required to understand each member's involvement and expectation. It is essential that the types of teaching that the staff would need to modify or adopt to be able to implement Career Education be identified, demonstrated, and simulated for the teacher of each level.

The superintendent, his representative, or a consultant should continue the inservice one step further. The staff should be instructed in the skills and expertise needed to perform in the Career Education role. Perhaps an outside consultant, if there is no Career Education person on the staff, would list the new skills that teachers need in order to be able to implement Career Education in individual classrooms. Thus, retraining experiences—such as simulation, role-playing, and visiting or viewing films of classrooms being conducted according to the new teacher role in the Career Education process—would expose the staff to new and unanticipated responses from the students. It is possible that the first inservice should be concerned with the writing of instructional objectives—a relatively new experience for some teachers.

This inservice does not ensure success for Career Education, but it eliminates some of the frustrations that teachers encounter when attempting to implement Career Education in their classrooms.

Step 15: *INFUSE PILOT PROGRAM INTO CURRICULA.* After the staff has become informed about Career Education, the superintendent, or his representative, should continue to dispel as many concerns of the staff as possible. The value of a Pilot Program is that the superintendent can initiate the process with those teachers who are truly enthusiastic about it. Once volunteer staff members who are willing to try Career Education are obtained and the writing of instructional objectives for each class or level is completed, Career Education is ready to be implemented in the district on a partial basis.

Step 16: *MODIFY PLANNED PROGRAM.* Throughout Step 15 the superintendent, or his representative, should establish a type of feedback system. Whenever a teacher encounters a problem, regardless of its nature, he or she should note it and then relate it to the others in the program at the next meeting of those who are involved with the pilot program. It is suggested that all problems be listed as they occur, because there is a major drawback in asking people to be retrospective about their experiences three or six months later.

At the end of the trial period, those staff members who have been involved in the trial implementation should put an informal report together to enlighten those who will be part of the process in the actual implementation. The superintendent should encourage that nothing be held back from the report. Elimination of any problems the pilot group encountered will ensure a smoother and easier implementation of the Career Education process in the district.

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PHASE VI: Actual Implementation

Thus far, the whole staff has been aware of Career Education; some staff members have been actively involved in all aspects of the evolvement of the Career Education program. It is at this point, the Actual Implementation Phase, that the Career Education program is turned over to the staff. The writing of performance objectives and of the activities and strategies for achieving those objectives is the responsibility of the staff.

Step 17: *DEVELOP INSERVICE FOR STAFF.* If Step 14 of Phase V: Pilot Program was done, the inservice for this phase would be in the nature of review. If Step 14 was skipped over, then the inservice at this point should be rather comprehensive. Inservice should include instruction and demonstration of what Career Education is and of how it infuses into the curricula. It also should include actual participation in the skills needed and materials available to implement Career Education in the grade or level taught by each teacher.

It is possible that the superintendent would prefer to have consultants hold the inservice sessions for his staff. Whoever the consultants—State Department of Education, university, commercial, or recognized successful practitioners—they should be aware of the district, its resources (people, places, and things), and the success of the implementation of the district's Career Education program thus far. If the district conducted Phase V: Pilot Program, the staff involved in that phase could be used as part of the consultant team.

Step 18: *IMPLEMENT PROGRAM.* As noted before in this phase, the implementation of Career Education is the responsibility of the staff. Once the Actual Implementation Phase has begun, it is important that adequate support is available to the staff. Some of its various forms of support are as follows:

A. Periodic classroom visits by district facilitators, outside consultants, etc;
B. A system for coordinating activities, such as field trips, outside speakers, and special events;
C. Clearing house system to update listings of available materials and community resources;
D. Internal newsletter for sharing ideas, new developments, activities, and concerns;
E. On-going professional development experiences such as regional and state conferences, national conventions;
F. Staff-meeting time devoted to problem solving and progress reports; and
G. Community public relations.

Community public relations is very important for effective implementation of Career Education. Since Career Education involves the total school and community environment, information about Career Education must reach the following groups through some type of communications: students, parents, school staff, labor unions, business and industry, and civic groups. Effective communication with these groups facilitates the implementation of Career Education as well as allows for feedback of both assistance and suggestions for program development.

The types of communication available vary from community to community. The following media are probably available to most districts: school newsletter, local newspaper, radio, and television.

PHASE VII: Evaluation

Evaluation is the process of examining present performance in order to improve future performance. Ideally the development of the evaluation process should begin with the development of the plan to reach Career Education goals and objectives. With the results of the evaluation process, the Career Education program is then revised, improved, and continued.

Step 19: *EVALUATE THE EFFECTIVENESS OF PROGRAM.* The major thrust of evaluation should be conducted by people involved in the planning and implementing of Career Education since they are ultimately responsible for implementing the revisions. Self-evaluation is not an easy accomplishment, because objectivity is essential, yet difficult to maintain when personal feelings are involved. Staff disposition and competency to evaluate the program have to be developed. Thus, many superintendents will probably prefer to contract third party evaluation services to obtain an unbiased estimate of the Career Education program for the first cycle of evaluation.

Regardless of who evaluates the Career Education program, there are several aspects of the program that should be explained. If a superintendent contracts third party services, then he should expect the evaluation report to cover the same aspects of the program as was originally agreed upon.

A. *Review of the Career Education Program.* The review should address the background of the program and how it got started, program goals and objectives, staff and student participation, major program activities, and amount and sources of funds.

   It is suggested that in some situations the subject of the evaluation should be defined in terms of a particular funding source or combination of funding sources. For example, if a district is supporting Career Education through funds received from a federal grant, state Career Education funds, and local revenues, it may be necessary to include all activities regardless of funding sources.

   The review should inform any professional or lay reader whether the entire school system or portions of the system is to be included in the evaluation. Within that context, the reader then should be able to understand whether all efforts which might be considered as contributing to outcomes of students associated with Career Education are to be reviewed in the evaluation or whether only selected efforts are to be included. The basis for making that selection should be clear.

B. *The Evaluation Instrument.* The post test given to determine the effect of the program should be identified when the pre test is selected and given. The post test should be comparable to the pre test in the items, specific language, and format. Above all, it should be remembered that simply taking pre/post measures of the students and calculating the differences between these measures does not necessarily indicate the whole effect of the program. Also, to be included in the evaluation is the fact that the students undergo continuing maturation and the synthesizing of experiences during the interval between the measures.

   The pre/post instruments to be used can be developed or identified by the district or evaluation team. If the district chooses to develop its own instrument, it needs to be understood that the development of adequate items is a complex, time consuming process and should be attempted only with great care.

The following chart lists suggested types of assessment and evaluation instruments that might be consulted in developing a test or for adoption for the district's use.

Assessment and Evaluation Summary Chart*

Test	Assessment of Career Development
Authority	Prediger, Roth, Westbrook
Level of Grade	8-11
Description	Subscore 1: Occup. Charac. Subscore 2: Occup. Require. Subscore 3: Exp. Occ. Exp. Subscore 4: Car. Plan. Know. Subscore 5: Car. Plan Invol.
Administrative Format	Written
Administrative Time	125 minutes (3 sessions)
Price	Test booklets: 35 = $13.95; Answer sheets: 35 = $3.75
Remarks	Cannot be scored locally except by special arrangement. Should not be used below 8th grade.
Test	Career Development Inventory
Authority	Super, Bohn Jr., Forrest, Jordaan, Lindeman, Thompson
Level of Grade	8-12
Description	Scale A — Plan. Orientation Scale B — Resources for explor. Scale C — Information and Decision Making
Administrative Format	Written
Administrative Time	30 minutes (1 session)
Price	$2.50/test packet
Remarks	Can be scored locally or commercially
Test	Career Education Needs Assessment
Authority	Blome and Rask
Level of Grade	Teach/Admin.; K-3; 4-6; 7-12
Description	Instrument collects data which provides information for planning a career education program
Administrative Format	Teach/Admin. — written; K-3 — oral; 4-6 — written; 7-12 — written
Administrative Time	Admin. time is approximately 60 minutes
Price	Each section: package of 25 = $10
Remarks	Tests can be hand-scored locally.
Test	Career Maturity Inventory
Authority	Crites
Level of Grade	7-12
Description	Attitude appraisal as to self, information on occupation, goal selection planning, and problem solving.
Administrative Format	Written — for those not reading at 6th grade level, may administer orally.
Administrative Time	150 minutes
Price	Test booklets: 35 = $20; Answer sheets: 35 = $
Remarks	Can be scored locally or commercially.
Test	Cognitive Questionnaire for Career
Authority	Staff. Minn. Research Coor. Unit for Vocational Education
Level of Grade	1-3; 4-6; 7-9
Description	1-3 — items read to student by teacher; 4-6 — student reads/responds to items; 7-9 — student reads/responds to items
Administrative Format	———
Administrative Time	30-45 minutes
Price	K-3: booklet which tests 10 = $3; 4-6: 1 booklet = $.50; 7-9: 1 booklet = $.50; Manual = $1; Specimen Sets = $4.
Remarks	Hand scoring or optical scoring. Test measures areas of occup. information.

* Compiled from *Career Education Instrument Review*, Washington, D.C.: Development Associates, 1975.

Test	Comprehensive Career Assessment Scales
Authority	Jackson and Goulding
Level of Grade	3-7; 8-12; Teacher
Description	Needs assessment and Curriculum Planning tools
Administrative Format	_____
Administrative Time	_____
Price	Test booklets: 75 = $1.95
Remarks	Scoring key.

Test	Coopersmith Self Esteem Inventory
Authority	Coopersmith
Level of Grade	Age 9-Adults
Description	Form C was designed for older groups. Form B is a short form revision of Form A.
Administrative Format	Subjects read items and check resp. either "like me" or "unlike me".
Administrative Time	Form A: approx. 12 minutes. B and C: approx. 6 minutes.
Price	SEI Form A: $30/100; SEI Form B and C: $28/100; Scoring keys: $1 each.
Remarks	Hand scoring. Test measures self esteem.

Test	Differential Aptitude Tests
Authority	Bennett, Seashore, Wesman
Level of Grade	8-12
Description	Career Planning
Administrative Format	Written
Administrative Time	235 minutes
Price	Test booklets: 25 = $18.50; Answer Sheets: 50 (IBM/op Scan) = $12.50; 50 (NCR) = $11
Remarks	Can be scored locally/or commercially. The attitude scale currently formulated on an individual student basis

Test	Employment Readiness Scale
Authority	Dept. of Counseling and Human Dev. Ser., U. of Georgia
Level of Grade	Adults and those seeking or having regular employment. High school seniors.
Description	Test measures one's readiness for employment.
Administrative Format	Self-administered.
Administrative Time	10-15 minutes
Price	Copyright has been granted to author.
Remarks	Hand scoring. Measures one's readiness for employment by looking at one's work upon graduation.

Test	How I See Myself
Authority	Gordon
Level of Grade	3-12
Description	Test measures self-esteem
Administrative Format	Elementary and secondary forms. Should read separately for younger students
Administrative Time	Untimed
Price	Tests: $.05; Manual: $1
Remarks	Hand scoring or commercial scoring. This test gets at measures of self-esteem.

Test	New Mexico Career Education Test Series
Authority	Healy, Klien
Level of Grade	9-12
Description	Career planning
Administrative Format	Written
Administrative Time	_____
Price	Test booklet: 35/$8.50 — 100/$22.50; Answer sheets: 35/$2 — 100/$4.50; Scoring stencil: $1 each
Remarks	Machine or hand scored. Test consists of five different subtests: Career Development Test, Career Oriented Activities Checklist, Knowledge of Occupations Test, Job Application Procedures Test, Career Planning Test.

Test	Orientation to Career Concepts Series
Authority	Fulton, Tolsma
Level of Grade	Designed for 4-8, though many tests can be used through 12.
Description	Battery of 10, 20-item tests. Each item has a 5 multiple choice alternative. Students below grade 7 may run into reading problems.
Administrative Format	Self-administered, but students below grade 7 may have administrator read to them.
Administrative Time	3 hours for battery or 10 subtests; any one subject time form 10-30 minutes.
Price	Packages of 35: $6.50 for each of the 10 subtests. Any combination of 2 tests $11. Total series (in package of 35): $36.

Remarks	Scoring by hand or machine services provided by Evaluative Research Associates.
Test	Self-Observation Scales
Authority	Stenner, Katzenmeyer
Level of Grade	K-3; 4-6
Description	K-3 measures: self acceptance, social maturity, school affiliation, self security, achievement motivation. 4-6 measures all of the above plus social confidence, teacher affiliation, peer affiliation.
Administrative Format	Written
Administrative Time	20-25 minutes
Price	Test booklets and answer sheets: package of 30 = $35.
Remarks	Cannot be scored locally.
Test	The Piers-Harris Children's Self Concept Scale
Authority	Piers, Harris
Level of Grade	3-12
Description	Test measures self-esteem.
Administrative Format	80, first person declarative statements which are answered "yes" or "no".
Administrative Time	15-20 minutes
Price	Tests: $.20 each. Scoring Key: $.50 each. Manual $1
Remarks	Hand scored with scoring key.
Test	Youth Inventory
Authority	Remmers, Shimberg
Level of Grade	7-12
Description	Measures self-esteem, career awareness, and career attitudes.
Administrative Format	Written; students read statement and check box.
Administrative Time	30-35 minutes
Price	Test booklets of 35 = $5.90 ($7.30 depending on volume). Answer sheet: $7 package of 50. General Manual $2 per copy.
Remarks	Hand or machine scored.

C. *Sampling of the Career Education population.* Sampling requires implementation of procedures which allow for an unbiased selection of a small group that is characteristic of the larger population such that estimates based on this smaller group can be generalized to the larger group from which it has been drawn. There are a number of points to be kept in mind when the evaluation considers sampling.

1. All of the Career Education population is not tested.
2. A census is the most accurate measure. Samples are taken when a census is not possible or practical. The larger the sample, the better the measure.
3. When the number to be tested is less than a census, random selection is necessary if the results are to be generalized.
4. Confidence levels and therefore sample sizes can vary based upon practical or administrative considerations.

Sampling is a very sophisticated problem requiring the expertise of a statistician. If no member of the district's staff has sufficient background in this area, an outside consultant should be engaged in the sampling aspect of evaluation.

D. *Analyzing the Data.* After the completion of the data collection, some sort of statistical or non-statistical method should be employed to analyze the data. Deciding whether or not a statistical procedure is required to analyze certain data can best be determined by how the data are to be used to answer the evaluation questions. If the data are to be used simply to document the presence or absence of some attribute—e.g. the participation in the career education program—counting or non-statistical is adequate. If, however, the analysis requires determining whether or not the post-measure of an attribute is

significantly different from its pre-measure, statistical measures should be employed.

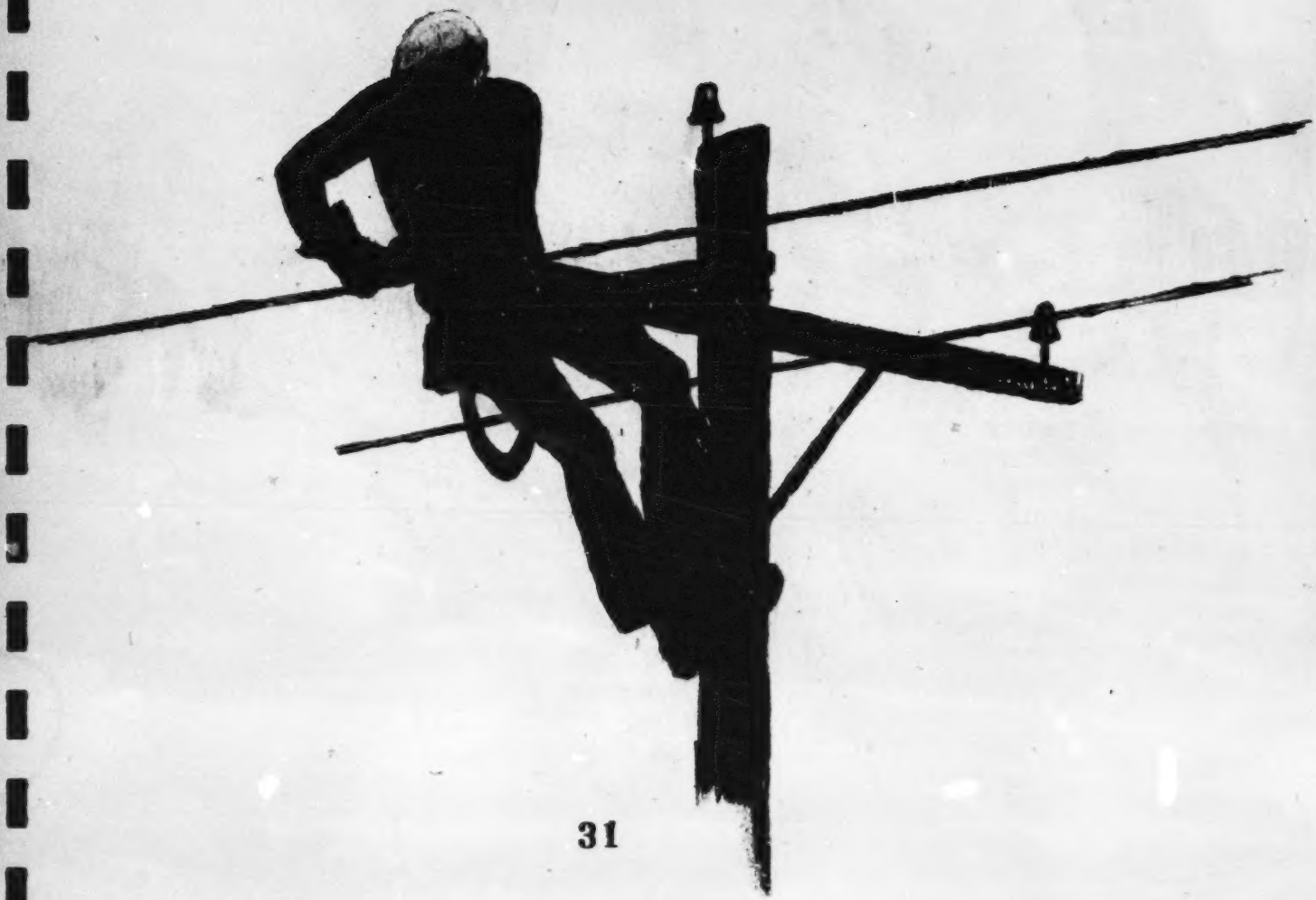
A further consideration that is necessary before collecting and analyzing the data is determining whether or not the reference point—the point of comparison—is norm or criterion based. For norm-referenced data, the program data are compared to a standardized, normative value—grade equivalent or age equivalent. Because standardized tests are often used to measure program outcomes, a word of caution is essential here. Norm-referenced instruments frequently miss the objectives of a program because the measure lacks discreteness to measure the specificity that the program is attempting to obtain.

When an instrument can be considered to be a precise measure of an objective, it can be criterion-referenced. This means that the participants in the program are to reach a particular level, stage, or criterion in order to establish that the objective has been achieved. While either standardized tests or especially developed instruments can be used as criterion-referenced measures, standardized tests are often insufficiently specific or non-existent for measuring some criteria.

E. *Report of the Results.* It is best to assume that a wide range of persons will want to read the evaluation report. The report should be organized so that it can easily be interpreted by everyone who will want access to it. In many cases this may mean special summaries should be prepared for persons who do not want to know all the details of the methodology. For example, individuals at the operating level (teachers and counselors) require specific information on each student (individual data) while policy makers at the school board level need more general information (aggregate data).

Step 20: *MODIFY PROGRAM.* After the evaluation report is finished and disseminated to interested parties, the superintendent, or his representative, should confer with Career Education personnel to analyze the results of the first cycle and to identify problem areas and available alternatives in order to gain greater achievement in the next cycle. The suggested changes should be explained and recommended to the Board by the superintendent, or his representative.

Step 21: *RECYCLE PROGRAM.* When the superintendent and Board approve the next year Career Education program, the total process is recycled to Step 18: Implement Program. If additional objectives are necessary, then the process can begin on Step 13: Write Operational and Instructional Objectives.



Appendix A*

CAREER EDUCATION SURVEY

SCHOOL BOARD

Please check one: (1) Yes, (2) No, (3) Partially, (4) Don't Know.

	1	2	3	4
1. The Board of Education understands and accepts the district's definition of Career Education.	☐	☐	☐	☐
2. The Board of Education has established Career Education as educational priority.	☐	☐	☐	☐
3. The Board of Education is willing to commit resources for Career Education:				
A. Financial	☐	☐	☐	☐
B. Personnel	☐	☐	☐	☐
C. Supplies, Materials, and Media	☐	☐	☐	☐
D. Equipment	☐	☐	☐	☐
4. The Board of Education is willing to adopt appropriate policies to implement Career Education.	☐	☐	☐	☐

ADMINISTRATION

Please check one: (1) Yes, (2) No, (3) Partially, (4) Don't Know.

	1	2	3	4
1. A definition of Career Education has been formulated by the district.	☐	☐	☐	☐
2. Building administrators do agree with the district's definition of Career Education.	☐	☐	☐	☐
3. Building administrators will provide the leadership necessary to implement Career Education.	☐	☐	☐	☐
4. Examination of Resources has been conducted in the following areas:				
A. Financial	☐	☐	☐	☐
B. Personnal	☐	☐	☐	☐
C. Materials and Supplies	☐	☐	☐	☐
D. Equipment	☐	☐	☐	☐
5. Management goals and objectives have been developed for Career Education.	☐	☐	☐	☐

*_Texas Needs Assessment_ was relied upon in developing this survey.

6. A plan for implementing Career Education will be developed at the:
   A. Building level ☐ ☐ ☐☐
   B. District level ☐ ☐ ☐☐
7. Staff expertise in Career Education has been identified. ☐ ☐ ☐☐
8. Staff in-service needs have been identified. ☐ ☐ ☐☐
9. The strength and weaknesses of the instructional program have been identified. ☐ ☐ ☐☐
10. Staff roles in Career Education have been defined:
    A. Superintendent ☐ ☐ ☐☐
    B. Building Principal ☐ ☐ ☐☐
    C. Classroom Teacher ☐ ☐ ☐☐
    D. Counselor ☐ ☐ ☐☐
    E. Librarian ☐ ☐ ☐☐
    F. Special Teacher ☐ ☐ ☐☐
    G. Others _____ ☐ ☐ ☐☐
11. The community has expressed positive attitudes toward implementing Career Education. ☐ ☐ ☐☐
12. A Career Education Advisory Committee has been established for the district. ☐ ☐ ☐☐
13. Demographic data has been compiled about the School District. ☐ ☐ ☐☐

STAFF

Please check one: (1) Yes, (2) No, (3) Partially, (4) Don't Know. 1 2 3 4

1. Staff members understand and accept the district's definition of Career Education. ☐ ☐ ☐☐
2. Staff attitude about Career Education has been surveyed. ☐ ☐ ☐☐
3. Each staff member is willing to implement Career Education concepts. ☐ ☐ ☐☐
4. The staff has completed in-service training sessions designed to integrate Career Education into the total school program. ☐ ☐ ☐☐

COMMUNITY

Please check one: (1) Yes, (2) No, (3) Partially, (4) Don't Know.	1	2	3	4
1. The community understands and accepts the district's concept of Career Education.	☐	☐	☐	☐
2. The community assists the school in delivering the Career Education program.	☐	☐	☐	☐
3. The community provides the necessary resources to operate the Career Education program.	☐	☐	☐	☐
4. The community has input into Career Education student and program goals.	☐	☐	☐	☐
5. The community is used as a learning laboratory for students.	☐	☐	☐	☐
6. The community assists the school district in evaluating the Career Education program.	☐	☐	☐	☐
7. The community assists the school district in developing a community resource bank (people, places, and things).	☐	☐	☐	☐
8. The community assists the school district with the Career Education Public Relations program.	☐	☐	☐	☐

STUDENTS

Please check one: (1) Yes, (2) No, (3) Partially, (4) Don't Know.	1	2	3	4
1. Students develop Career goals.	☐	☐	☐	☐
2. Students apply decision-making steps to solving career choices.	☐	☐	☐	☐
3. Students can describe the benefits of having a satisfying job.	☐	☐	☐	☐
4. Students can identify career directions available to them.	☐	☐	☐	☐
5. Students can identify sources which will help them in forecasting the demand for career choices at the:				
A. Community level	☐	☐	☐	☐
B. County level	☐	☐	☐	☐
C. State level	☐	☐	☐	☐
D. National level	☐	☐	☐	☐
6. Students realize they are able to obtain sources of information about career choices from teachers, counselors, and librarians.	☐	☐	☐	☐

7. Students know that counselors will assist them in resolving conflicts with their career goals. ☐ ☐ ☐☐
8. Students know the benefit of talking with qualified people working in areas of interest to them. ☐ ☐ ☐☐
9. Students can describe the concept of supply and demand as it relates to their career direction. ☐ ☐ ☐☐
10. Students can describe worker qualifications for specific jobs which relate to their career direction. ☐ ☐ ☐☐
11. Students can identify job categories in which they have some interest. ☐ ☐ ☐☐
12. Students can identify and locate information about jobs. ☐ ☐ ☐☐
13. Students know how to fill out job applications accurately. ☐ ☐ ☐☐
14. Students are able to identify acceptable and unacceptable interview behaviors. ☐ ☐ ☐☐
15. Students are involved in the decision-making process. ☐ ☐ ☐☐
16. Student skill-needs have been identified. ☐ ☐ ☐☐
17. Students know their own aptitudes, abilities, and interests. ☐ ☐ ☐☐
18. The curriculum is designed around student needs and career needs. ☐ ☐ ☐☐
19. The curriculum integrates the world of work and subject matter for the students. ☐ ☐ ☐☐
20. Students do participate in curriculum development. ☐ ☐ ☐☐
21. Placement and follow-up data have been gathered on all students. ☐ ☐ ☐☐
22. Students recognize that attitudes toward work are formed from various sources. ☐ ☐ ☐☐
23. Students have positive attitudes about Career Education. ☐ ☐ ☐☐
24. Students know the importance of staying with a task until it is completed. ☐ ☐ ☐☐

25. Students display pride in their work. ☐ ☐ ☐☐
26. Students accept the concept that work has dignity. ☐ ☐ ☐☐
27. Students accept the principle that Career Education is for everyone. ☐ ☐ ☐☐
28. Students can work as team members. ☐ ☐ ☐☐
29. Students know the difference between the relationship of a worker to a superior, worker to peer. ☐ ☐ ☐☐
30. Students understand the importance of sharing their time and talents with others, in and out of school. ☐ ☐ ☐☐
31. Students are able to relate those factors which might have some influence over their career options. ☐ ☐ ☐☐
32. Students can identify their own assets and liabilities. ☐ ☐ ☐☐
33. Students know the benefits of technology. ☐ ☐ ☐☐
34. Students know how the American economic system works. ☐ ☐ ☐☐
35. Students have skill in relating specific academic knowledge to a means of achieving specific career goals. ☐ ☐ ☐☐
36. Students can identify learning experiences which have improved their ability to follow a particular career direction. ☐ ☐ ☐☐
37. Students have a positive attitude about learning. ☐ ☐ ☐☐
38. Students willingly ask questions about career planning. ☐ ☐ ☐☐
39. Students are willing to learn new concepts and skills; to broaden their career options. ☐ ☐ ☐☐
40. Students have developed adequate basic skills to pursue a variety of career options. ☐ ☐ ☐☐
41. Students know the relationship between work and the need for the worthy use of leisure time. ☐ ☐ ☐☐

Appendix B

INDIVIDUAL CAREER COMPONENTS*

PROCESS PHASES	SELF	WORK	LEISURE	RESOURCES
AWARENESS	The individual should: 1. become conscious of his own abilities and those of others. 2. recognize the commonalities and difference between himself and others. 3. begin to assume some responsibility for his actions. 4. begin to recognize standards of behaviors. 5. begin to realize that decisions can be made and problems can be solved. 6. become conscious that one is both a consumer and a producer.	The individual should: 1. identify occupations within the community; 2. develop identification with workers in various occupations; 3. develop positive attitudes toward the world of work; 4. develop an awareness of adults as working people through observation; 5. develop an awareness of self in relation to work; 6. learn to get along and work with peers; 7. complete tasks assigned.	The individual should: 1. be able to identify various types of activities as being leisure time activities. 2. be aware of the similarities and differences between work and leisure. 3. be aware that individuals can enjoy the same or different types of activities. 4. begin to understand that different kinds of leisure activities require different types of preparation. 5. become aware that one's mental and physical health are affected by his leisure-time activities; and likewise, one's health will in part determine his choice of a leisure activity.	The individual should: 1. become aware that there are many external sources available. 2. realize that it is not a sign of weakness to seek assistance from any source that can be beneficial to him. 3. realize that it is up to him to seek appropriate sources of assistance. 4. become aware that resources provide the vehicle to put his career aspirations into perspective.
ORIENTATION	The individual should: 1. begin evaluation of his self characteristics in terms of occupational clusters. 2. begin to identify the strengths of his aptitudes and abilities. 3. relate school-related skills to occupational clusters and compare with his own abilities. 4. assume responsibility for his actions. 5. realize how conforming to rules and accepting of responsibility relates to worker's success. 6. recognize those values and attributes needed for the world of work. 7. begin identifying elements of decision making. 8. begin to distinguish alternatives available to oneself as a consumer.	The individual should: 1. recognize work activities he likes and performs best, that give him the greater satisfaction; 2. identify occupations in which the performance of similar activities would be required; 3. explore interests that will allow for wider choice of occupations; 4. recognize that occupations and life styles are related; 5. identify factors that influence the work environment and describe the nature of the influence; 6. recognize that individuals are responsible for their career planning; 7. recognize that job characteristics and individuals must be flexible in a changing society; 8. recognize that there is a wide variety of occupations which may be classified in several ways.	The individual should: 1. continue to recognize more types of leisure-time activities. 2. be able to identify rewards for leisure activities. 3. begin to evaluate the importance of leisure-time enjoyment as it relates to his own life. 4. become more aware that values and attitudes relate to choice of leisure activity. 5. begin to relate leisure activities to his own physical attributes, attitudes, likes, and dislikes, etc. 6. begin to examine hobbies in relation to personal avocations or money-making skills.	The individual should: 1. begin to identify various resources available to him. 2. begin to select and utilize resources appropriate to his situation. 3. develop positive attitudes utilizing resources.
EXPLORATION (Continued next page)	The individual should: 1. recognize the uniqueness of each individual including himself. 2. recognize and identify some of the individual and environmental factors which influence career development. 3. explore many occupational possibilities in light of his self-knowledge. 4. recognize the importance of organizing his time and energy. 5. begin learning the skills involved in the decision-making process. 6. modify or clarify his self-concept in light of hands-on-experiences. 7. examine market alternatives as related to various value systems.	The individual should: 1. apply basic educational manipulative and cognitive skills in performing simulated work activities of a creative, organizational, and operative nature; 2. describe and differentiate his self-characteristics as they are related to course selection and broad occupational areas; 3. explore occupational clusters through hands-on, simulation, and observation experiences. 4. realize that education and work are interrelated; 5. describe the major concepts underlying the economic and industrial systems by which goods and services are produced; 6. describe differences among occupations in terms of tools used, nature of tasks performed, prerequisite skills required for entrance, and contribution of each to our society;	The individual should: 1. actually become involved in many leisure activities that will develop mental and physical dexterity. 2. explore the relationship between the use of leisure time and individual needs. 3. explore personal values as they relate to leisure activity and continue to relate hobbies, games, activities to self-knowledge. 4. explore the management factors inherent in decision-making regarding the use of leisure time.	The individual should: 1. try out, analyze, and evaluate resources in light of his career aspirations.

		7. recognize the personal and social significance that work has in the lives of individuals at varying levels within the occupational structure.		
SELECTIVE FORMULATION	The individual should: 1. identify personal strengths in order to formulate an occupational preference. 2. be able to identify his self-characteristics and describe why his choice is appropriate for him. 3. accept the influences of many factors on career development (peers, family, etc.). 4. understand the relationships between regular school attendance, good work habits, acceptable behavior, initiative, perseverance, positive attitudes, and career planning. 5. assess his qualities in light of employability factors. 6. accept his own uniqueness as well as that of others. 7. recognize that his life style may affect his choice of work. 8. recognize that personal and social needs may be met through work. 9. develop decision-making skills through practice. 10. establish priorities on goods and services based on one's values and goals.	The individual should: 1. apply decision-making process in considering several possible career goals; 2. relate educational planning to a career goal; 3. develop skills in performing selected functions in a broad occupational area; 4. recognize that one's environment and individual potential interact to influence career development; 5. differentiate among the major occupations that make up a broad occupational area in terms of the amount and type education needed for entrance; the content, tools, setting, products or services of the occupations; their value to society; their ability to provide him with the life style he desires; the extent they can satisfy his interests and values; and the ways they do and do not seem appropriate for him; 6. describe his self-characteristics in greater detail and describe why a certain tentative occupational and educational choice is more appropriate for him; 7. develop more specific plans for implementing his occupational preferences; 8. become involved in a meaningful and purposeful manner with work and work related activities in a broad occupational area.	The individual should: 1. realize that people use leisure in different ways and receive different rewards; and that what some individuals consider to be work, others will consider to be leisure. 2. understand that sex, race, creed, and socio-economic background affect leisure-time choices. 3. realize that hobbies and skills may change throughout one's lifetime, and that the individual must be adaptable to new situations and conditions. 4. realize that leisure time can be used as a means of fulfilling personal needs that are not satisfied through work experiences. 5. realize that in order to make effective career decisions, one must apply his own attitudes and values concerning use of leisure time. 6. continue to evaluate himself in relation to personal goals regarding use of leisure time.	The individual should: 1. select those resources appropriate to his career selections. 2. use resources to put into perspective his experiences and situations at each choice point.
ACTION	The individual should: 1. pursue occupational decisions based on his self-knowledge. 2. evaluate his decisions through testing in the environment. 3. attempt to bring together discrepancies between his real and perceived self. 4. use his decision-making skills and value structure to meet demands of environment. 5. continuously appraise short- and long-range career goals. 6. demonstrate increasing skill in consumer behavior.	The individual should: 1. tentatively select a curriculum to acquire an entry level job skill; 2. execute plans by taking appropriate course work and/or involve himself with work and work related activities in his chosen field; 3. if displaced by either his own initiative or other factors, will reprocess to obtain information on options available and appraise them in terms of self and environmental factors; will decide on and implement action that seems most appropriate for his career.	The individual should: 1. realize that there is a relationship between a commitment to education and work and the availability and utilization of leisure time. 2. assess the role that an appealing leisure-time activity will have in determining future training and subsequent earning potential. 3. recognize that satisfaction in a chosen career is related in part to effective involvement in leisure-time activities. 4. accept responsibility for personal leisure-time planning and management. 5. develop physical consumer and interpersonal skills pertaining to leisure time. 6. identify satisfying leisure-time alternatives that could use individual talents.	The individual should: 1. utilize those resources most appropriate to the career. 2. retain the option to reprocess or recycle if he discerns the need to maintain, upgrade, or change his career.

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***The Kansas Guide for Career Education.**

Topeka, Kansas; Kansas State Department of Education, Guidance and Pupil Personnel Section, 1973

Appendix C

Dear

Your name has been suggested as a possible candidate to serve on the _____ Career Education Steering Committee.

The major function of the committee will be to assist the administration and staff to plan and implement a Career Education Program for the youth of our district.

Career Education is a developmental and instructional process which fuses learning with the world of work and life by preparing the learner for his/her life roles; family, citizen, consumer, occupation, and leisure.

If you are able and willing to serve on the Career Education Steering Committee, please let me know by _____.

We envision, at this time, the steering committee's work lasting the entire school year.

We look forward to working closely with you in this exciting endeavor.

Sincerely,

_____

_____

___

___

Contact Personnel for Career Education Exemplary Projects

Kansas

Auburn-Washburn (Topeka)
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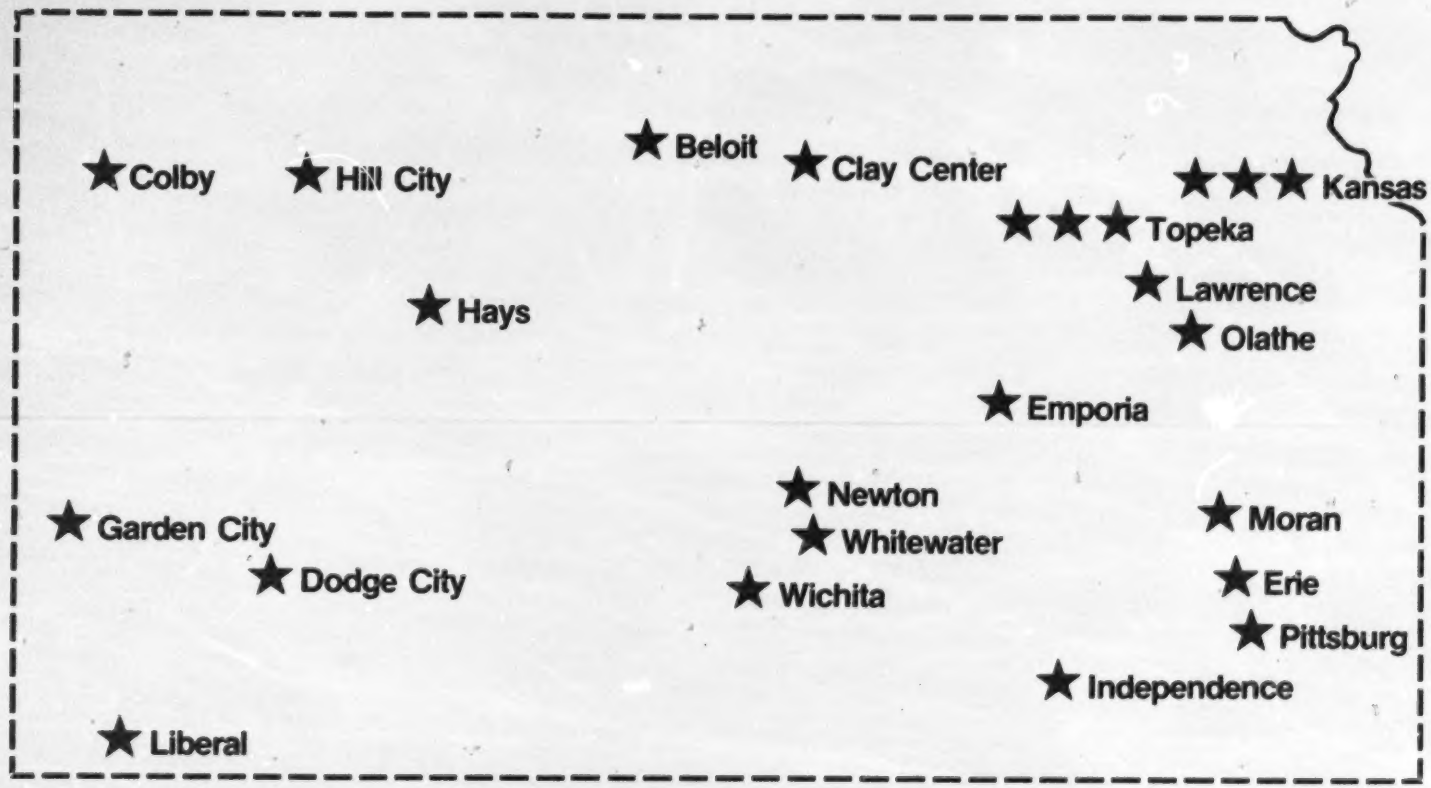
Career Educational Exemplary Projects in Kansas



Each star represents a "Career Education Exemplary Project" in the city named to the right.

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Definitions

Activity: Those actions or procedures designed to accomplish the specific goal or objective which has been established for a specific program. The summation of activities completes a strategy. (All activities and most strategies are the prerogative of the individual).

Constraint: Any factor that would have a restrictive effect upon completion of a goal or objective.

Non-variable: Any factor that would have a restrictive effect upon an objective and which cannot be circumvented, i.e., statutory regulations, budget limit, religious/political factors.

Variable: Any factor that would have a restrictive effect upon completion of a goal but can be circumvented, i.e., space, class size, physical arrangement.

Evaluation: Activities undertaken to determine the value of a program, project, technique, or process in relationship to predetermined objectives or set of criteria.

Goal: A broad, general statement identifying an expected outcome based on a perceived need. A goal extends over a long period of time and is theoretically not measurable.

Concept: A general and/or basic idea. A goal will encompass many concepts.

Facet: A specific individual segment of a concept which can be introduced separately for increased clarification and more convenient treatment. (All concepts and facets are highly interrelated.)

Needs Assessment: A procedure for determining the variance between desired and actual performance relative to a specifically stated objective.

Types of Needs Assessment:

Actual: A need that is substantiated by instruments designed to measure specific predefined objectives.

Perceived: What an individual or group *believes* to be a need.

Objective: A concise, concrete statement indicating a desired outcome in a specific area within a specific period of time. A goal-directed statement designed to indicate progress toward the goal in realistic achievable terms.

Types of Objectives:

Operational: A statement identifying a specific responsibility relative to specific tasks to be accomplished within a defined time frame.

Instructional: A statement indicating an expected specific performance level or terminal behavior to be accomplished by a specified individual or group within a stated period of time.

Measurement: The assignment of numerals to objects or events according to rules.

Types of Measurement:

Criterion measure: An instrument that is designed to measure specified outcomes referenced to predetermined objectives and instruction.

Norm referenced measure: An instrument that is designed to collect and assess data and is referenced against national data.

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